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AMERICAN EDUCATIONAL MONTHLY.

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FEBRUARY, 1867.

No. 2.

OCEANIC PHENOMENA.

II.

THE DEPTHS OF THE OCEAN.

UNTIL within a comparatively recent period, nothing was positively known concerning the depth or the bottom of the ocean. Sailors had dropped the sounding line, and had seen it carried out thousands of feet without touching bottom. So they believed the sea to be fathomless. There was a popular theory that the ocean's greatest depth corresponded to the highest elevation on land. Dr. Whewell inferred that the Atlantic contained valleys to be fathomed only by a nine-mile line; and less than a dozen years ago, Mr. Darling maintained before the British Association, that as the ocean covered three times as much area as the land, its greatest depressions must be three times as great as the elevation of the highest mountains. It would seem that these theories might be easily tested. Sounding was apparently a simple process: only toss over the plummet, and it would carry its line directly to the bottom. But it was found to be by no means so simple a process as was supposed. Lieutenant Parker, of our navy, let go his line in the South Atlantic, and found no bottom, though ten miles of twine were run out. Subsequent investigations showed that the true depth was but three miles; and the discrepancy was accounted for by supposing the existence of under currents, which gathered the line into loops and carried it away.

Various contrivances for ringing bells, exploding shells, or indicating the pressure on a column of mercury, were proposed for ascertaining when bottom was reached; but all proved ineffectual. The plan which first gave satisfactory results was that employed in the United States Navy. Vessels were furnished with sounding twine carefully marked at every hundred fathoms, and wound on reels of ten thousand fathoms each. It was made the duty of the commanders to avail themselves of every favorable opportunity to try the depth of the ocean, whenever they found themselves out upon "blue water." A cannon-ball of thirty-two or sixty-eight pounds was used as a plummet. From the weight of the ball and the fineness of the twine employed, it was supposed that as soon as bottom was

reached the strain would cease. Then, by breaking off the line and seeing how much remained on the reel, the depth could be ascertained immediately, at the expense of only one cannon ball and a few pounds of common twine.

The experiments first made with this "twine" were as unsatisfactory as those made according to other methods. Lieutenant Berryman reported an unsuccessful attempt to reach bottom with 39,000 feet; and Captain Denham reached bottom in the South Atlantic with 46,000 feet. Examination, as we have stated, soon proved the existence of under-currents which rendered all the results unreliable. But the law of descent was soon discovered; the average time of descending 400 to 500 fathoms being two minutes, twenty-one seconds; for 1,000 to 1,100 fathoms, three minutes, twenty-six seconds; for 1,800 to 1,900 fathoms, four minutes, twenty-nine seconds. It was evident, therefore, that while the sinker drew out the line at a decreasing rate, the currents would draw it out at a uniform rate; consequently, as soon as the rate became uniform, bottom had been reached, and the line should be cut. This law, however, enables the experimenter to guard against the grosser errors only, and very high authorities have denied that exact results can be obtained by it in deep water. The regular movement of a spiral-shaped wheel when drawn through water had attracted attention in England, and it was found that the motion could be precisely registered by a simple combination of cog-wheels. Such an apparatus, known as Massey's Indicator, was tested by the Royal Navy, and gave such satisfactory results, that it at once superseded the older method not only for scientific purposes, but also for ordinary use.

What, then, is the depth of the ocean? Modern investigations have greatly curtailed the ancient estimates. The average depth of the ocean is only about three miles, and the greatest positive cast in the Atlantic does not exceed twenty-five thousand feet. The deepest portion of this ocean lies between the Grand Banks and the Bermudas, where bottom has not been found.

THE BED OF THE OCEAN.

Soundings have been made in the North Atlantic to so great an extent that it is now possible to map out its bed as accurately as the interior of Africa or Australia. This ocean is a long trough of varying depth, extending, probably, from pole to pole. Its bed follows the general structure of the land. Here and there rocky peaks, like that of Teneriffe, or huge mountains of sand, such as the Grand Banks of Newfoundland, reach up to or beyond the surface. Between Ireland and Newfoundland, there exists a remarkable plain known as the telegraphic plateau, which is evidently a continuation of the great watershed which, between latitudes 40° and 50° north, surrounds the earth, and divides the waters flowing north from those flowing south.

The bed is not fixed ; soundings have shown that it is continually rising or falling. The whole Pacific coast of South America and the southern coast of Sweden are being gradually elevated. It is necessary to re-survey the harbors in Sweden every twenty years. The bed of the Pacific Ocean is subsiding, as is sufficiently clear from the great depth at which coral reefs are found. Notwithstanding these depressions, the ocean does not increase in depth. According to Sir John Herschel,* this paradox is easily explained : "The whole bed of the sea is in the act of being pressed down by the laying on of new solid substance over its bottom. The new bottom then is laid upon the old, and so the actual bed of the ocean remains at or nearly at the same distance from the surface water. But what becomes of the islands? They form part and parcel of the old bottom ; and Dr. Darwin has shown by the most curious and convincing proofs that they are sinking and have been sinking for ages, and are only kept above water —by what, think you? By the labors of coral insects, which always build up to the surface."

Professor Agassiz says that Florida gives evidence that numerous changes have taken place in the bed at that point. The peninsula is made up of several series of reefs rising one above the other. Here the elevations must have been gradual, as the reefs are of immense size, and the intervals between them cannot have been less than six thousand years each, admitting that the polyps worked always at the same rate as at present.†

But something more than a knowledge of the depth of the ocean and the form of its bed was desired. Could not something be devised which, by bringing up specimens, might tell us the nature of the bottom? These might change preconceived theories, and perchance give a key to the past history of the world. The necessary apparatus was supplied by Mr. Brooke, of the American navy, whose contrivance is merely a modification of the navy sounding ball and twine. The ball is so fastened by slings to a rod passing through it, that upon striking bottom, it is detached, and the rod rises to the surface. At its lower extremity, the rod is hollowed out so as to form a cup, to which a self-acting valve is fitted. In this cup, the substance at the bottom is taken up and brought to light free from admixture.

The first "throws" with this apparatus were made by Lieutenant Berryman on the telegraphic plateau to which reference has already been made. So finely divided was the material there found that it was supposed to be mere clay. The specimens were carefully labelled, and portions were sent to the eminent microscopists, Bailey and Ehrenberg. The report of Professor Bailey shows that the "ooze" consisted chiefly of calcareous shells of foraminifera, with a few silicious shells or diatomaceæ. The whole plateau is strewn with the remains of microscopic organisms, all perfect and unabraded, unmixed with a single particle of sand, proving

* Popular Lectures on Scientific Subjects, p. 12. † Structure of Animal Life, p. 63.

that at a depth of two miles currents do not exist. Similar throws in the South Pacific brought up representatives of many animalcular groups, but of those just mentioned few occurred. Specimens from the Indian Ocean and Coral Sea were rich in silicious spicules of sponges, but diatoms and foraminifera were very rare. Soundings in the North Pacific showed its floor to be covered with diatoms associated with a few foraminifera.

The specimens procured have indeed overthrown many theories, but they have also confirmed others. The process by which continents were formed, long anterior to man's appearance upon the earth, still goes on. The solid land was once the ocean's bed, and the present ocean bed is being prepared, perhaps, for the use of a future and superior race, when we, like the innumerable races which have preceded us, shall have become extinct.

JOHN BOYD.

CHAPTER IV.

WHEN John entered school next morning, at an early hour, he found Miss Woodstock at the blackboard in the assembly-room, alternately scribbling with the chalk and erasing with the rubber. She glanced at him as he passed, but he did not bow. He walked down to his recitation-room; presently he returned and paced to and fro in front of the platform behind which Miss Woodstock was standing. Again she looked at him, but he was walking with his face turned meditatively toward the floor, as though not aware of her presence. She threw down the chalk and hastily withdrew toward her own recitation-room; and just then the door was opening and the Professor entered. John was walking away from the place which Miss Woodstock might have been supposed to have left, as though they had just parted. As he turned, the Professor approached with a dubious smile; they greeted each other and shook hands, the Professor bowing very low. Then leaning against his desk, with a look denoting the presence of something on his mind that he wished to utter, the Professor, with a little preliminary clearing of the throat, said, "You have met Miss Woodstock this morning, it seems. You will find her a woman of considerable ability." "A noble woman, I should think," said John. "Yes;" said the Professor, with apparent eagerness to confirm such an opinion, but with a slight snuffle and a twist of the mouth that seemed to wring the smile out of his face. "She has peculiarities, you will find; I thought I would warn you of them beforehand, so that if they should show themselves, you will be prepared to bear them without

harboring ill feeling toward her. It is well, I think, for those who are associated to bear with each other's faults.—You observed her manner last evening? That was a touch.—She has been speaking with you this morning, eh?" "No, sir." "Ah!" Here ensued a few moments of silence. Presently the Professor looked up with a smile, remarking: "This is a pleasant morning." Then he reached over his desk and took a book and looked over its pages, and John resumed his walking. Some boys had come in, and were talking together in a group not far from the Professor. Sometimes a sentence or a word was audible. "Miss Woodstock don't want any text-book," said one, with a side glance toward the Professor. "She has it all in her head." "She's the best teacher in this school." "She's a lady." "We can get along with her." Here ensued some whispering and smothered laughter, and sly glances towards Professor Beelen, and something whizzed vaguely to him on the air that sounded like, "Old Hyp." Apparently he was looking on the book, but his eye-balls were pushed far around, under the wrinkled lids, towards where the boys were standing. Among them was a roguish-looking golden-haired boy, who kept glancing at the Professor and then turning to the boys to say something that would make them laugh. Presently the Professor turned, and smilingly called Golden Hair to him. The boy passed his hand over his face, as though to straighten its roguish look into one of decorum, and stepped forward. The Professor bent down over the boy, and asked, "What were you laughing about?" "O, I don't know. Nothing, I guess." "Ah, nothing?—I should like a little private talk with you. Let me see. We might go in here, mightn't we?" The Professor indicated the way to the cap-room, and they stepped in and he closed the door. Suddenly he raised his hand and dealt the boy a severe blow on the cheek. "What's that for?" demanded Golden Hair, with a flash of resentful indignation. "Don't you question me," said the Professor. "What do you mean?" "You've no reason to do that," cried the boy. The Professor caught him by the neck and dashed him to the floor. The boy rose again to his feet. "Disrespectful, eh?" said the Professor, and taking a key from his pocket, he unlocked a little closet-door and took out a bunch of ratans. The boy walked to the door and was reaching out to the knob. "Here!" called the Professor, in a harsh tone. "I'm going out," said the boy. The Professor seized him and flung him across the room. "You've no right to treat me so," cried the boy. "I'll tell my mother." The Professor stood by the door and proceeded to select a ratan from the bunch. "I am very sorry," he said, speaking now in a soft tone of sorrow, "to be obliged to whip you." Then he gave the air several cuts with the ratan, and stood and glared down upon the boy. "I haven't been doing anything," cried the boy. The Professor, with his eyes still upon him, slowly and softly approached the boy. Suddenly he sprang and caught his hand

and twisted his arm until he was unable to move. "I am very sorry to be obliged to whip you. Disrespect is a serious fault; and you must be corrected, else you will harden in your disregard for authority, and end your career, perhaps, in the State prison—perhaps on the gallows." "If you'll tell me what I've been doing"—The blows fell while the boy was speaking; and he ceased to speak, and stood and endured the castigation. "I trust," said the Professor, when he was through, "that hereafter you will be respectful to your teachers. We have your welfare only in view. We wish you to grow up and be a good man. We are working daily for your benefit, and are practicing self-denial for your sake. I trust you will remember." He opened the door and both went out. The Professor was smiling sweetly now. He approached John Boyd and Mr. Royce, who were conversing together, and entered into the conversation with social sprightliness, his eyes blinking and sunny.

Golden Hair walked sullenly to his recitation-room, and flung himself down upon a seat in the corner, with his head resting on his hand. Miss Woodstock stepped in. She looked at him searchingly and sympathetically. "You don't seem to be in the pleasantest frame of mind, Charlie," she said. He lifted his eyes to hers and dropped them again sullenly.

A soft voice sounded at the door. "Charles," it said, calling to the boy. The Professor was standing there looking in. Miss Woodstock stepped between him and the boy. He called to the boy again. "I am conferring with him," she said. "Ah!" he replied. "If you are conferring with him he may remain. I wished him to do an errand for me. No matter. I will get some one else to do it. Excuse me for interrupting you, Miss Woodstock."

CHAPTER V.

THE Professor sent another boy upon the errand, and then returned and resumed the conversation with his assistants. They talked of school matters until the hour for opening school arrived. Then he rang a bell and called the school to order. The Professor stood behind his desk and looked over the room. The boys were all sitting stiffly upright. "Henry Crane is detained for being out of order," said he, writing the name upon a slip of paper. He said this with a bland smile, a tone that slid through soft conciliatory cadences, and a final twisting of the mouth into a lump close up to the nose, with a severely gentle snuffle. Immediately this professorial process underwent imitation on the face of the boy who was seated far down an aisle. Then the expression of the boy's face settled into a look of dislike. The Professor opened the exercises of the day by giving out a hymn, after which he read from the Scriptures the ten commandments, together with scattered selections from the New Testament. Then he prayed serenely.

All through the prayer, Miss Woodstock had kept her eyes fixed wide open upon the Professor, and when he concluded, his own eyes opened directly upon hers. With a meek look he turned away to address the school. This he did in a cheery tone of encouragement. "Now," said he, "we begin another morning's work. Try and see what you can do to-day, boys. As the poet says :

'Be not as dumb driven cattle;
Be a hero in the strife.'

Work hard. That's the way to do. Work hard.—I have been thinking since the conclusion of the opening exercises, that this nominal school-life is not the only school-life we are to have. An idea has struck me that you are here preparing for a higher school. All the world's a school, and men and women are the pupils." John Boyd looked up at the Professor with evident surprise. "That's what I remarked to him this morning," he thought. "It is a poor parody, surely, but he utters it as though it were his own, and as though he deemed it of value." The Professor glanced towards John, and then smilingly proceeded : "The third class has a new teacher this morning. He is a good teacher. I hope you will all try to do your best under his instruction." The boys turned their eyes to look at John, and then they cried out, "Miss Woodstock ! Miss Woodstock !" "Silence !" exclaimed the Professor, with something of a glare in his eyes, and at once ushered the classes to their respective rooms.

Golden Hair sat directly before John, among the boys on the bench. He looked at John curiously, as though studying him. Boyd caught his eye, and Golden Hair dropped his face with a sidelong mischievous glance at the other boys, who also had been observing the new teacher. "Come here," said John to Golden Hair. The imp twisted in his seat, and with a pass of his hand over his face, arose and came forward. The other boys uttered a wondering laugh. John laid on the desk his open hand, palm upward. "Put your hand into mine," he said. Golden Hair brought his hand over in the line of an arc into John's, and the two hands clasped together. The imp passed his other hand over his mouth, on which was a roguish smirk. "We are friends, little boy," said John. A shout of laughter went up from the class. A big-eyed small boy, with a long chin, stood up and danced a double shuffle. "Come here," said Boyd, looking at him. "Who ? me ?" said the boy. A dead silence fell. "Come," said Boyd. Big Eyes came with alacrity. "Those big eyes overflow with fun," said John, drawing him to him by the shoulder. The boy lifted his eyes to John's. "I like to look down into a boy's clear eyes ; I am much of a boy myself.—There was a sudden bustling and scuffling in a corner of the room opposite to that whither Boyd was looking. He turned and looked there. One boy raised his eyes brimming

with mischievous laughter ; and another with a wronged and indignant expression. Both at once settled down in their seats. "He's got something of mine," cried one. "I haven't.—He gave it to me," retorted the other. "Let both come here," said John. Mischief came forward unhesitatingly. Indignation put his hand into his pocket, hunched his shoulder, twisted on his seat, sulkily averted his face, and then came. "What is it, and whose is it?" asked Boyd. "It's a pencil," and he took it from me," said Indignation. "I didn't.—He gave it to me," retorted Mischief. "To whom did the pencil first belong?" asked Boyd. "To me.—It never belonged to him." "Why, Mr. Boyd, he gave it to me." "I didn't.—I only lent it. But he may have it, if he's mean enough to keep it." "We cannot stop now to settle this," said John. "You"—— "there's your pencil," said Mischief, flinging the pencil to the other. The latter walked to his seat, leaving the pencil lying on the floor. "You, of course, see the propriety," said John to Mischief, "of handing the pencil to its owner." Mischief picked it up and laid it on the desk. "To its owner," persisted John. Mischief handed it to Indignation, who took it sullenly.

A death-like stillness suddenly pervaded the room, and then a whisper went round of "Old Hyp!" Then there was silence again. The Professor was entering. He stood and looked at the boys—passing his eyes along the line. A smile was on his face, and yet several boys turned pale. He at last fixed his eyes upon Golden Hair. "Charles," he called softly, beckoning him to him with his fore finger. Golden Hair drooped, shuddered, held back a moment, put on a look of fortitude, and came forward. The Professor took him aside and closed the door. "Miss Woodstock was saying something to you this morning," he said. The boy did not reply. "Wasn't she? Look up. Wasn't she?" "Yes, sir, I suppose so." "What did she say?" The boy was silent. "What did she say?" "I cannot tell," said the boy. "O yes you can," said the Professor. "What was it?" "Are you going to tell me?" "No sir, I suppose not." "Which do you prefer, to tell me or to go into the cap-room?" "To go into the cap-room." "You may go there." The boy walked away, and the Professor following.

At recess, Boyd took a seat by the Professor's desk. The Professor was absent. Some sharp quick sounds came from the cap-room. "What is that?" asked Boyd. "Mr. Beelen whipping a boy," was the reply. Shortly the cap-room door was opened, and Golden Hair came out doggedly, and walked to the door leading down stairs. The Professor followed from the cap-room. "A pleasant day," he remarked blandly, seating himself beside John. "I have been thinking," he continued, "that I would like to have you teach Rhetoric, including Elocution." "I assure you I should like the arrangement," said John. "Very well then. You will please consider it as settled. I like always," he added with a gentle

appreciative smile, "to give the best branches to the best instructors." Golden Hair here approached John from the door. About the boy's mouth was a tremor of unconquered will, and the expression of a sense of injustice. "A lady at the door wishes to see you," he said. It was Millie. "O John!" she exclaimed, as he stepped out and partially closed the door. "Millie! how did you find this place?" "I inquired at the depot. O John, for you to leave so! I could not rest nor wait. I had to come. Are you engaged to teach here?" "It is a good place, isn't it?" "O John; that Prague! Who is he? I feared something was wrong, he talked so. He cannot hurt you, can he? He said—" "Hush!" There was the sound of a soft tread close by the open door inside. They entered. The Professor was standing near the door, making an entry in his note-book. He looked up and smiled. John introduced Millie to him. He bowed very low to her, and then turning to John said, "I have to address a Sunday School gathering this afternoon, and so shall not be here. When I am to be absent I always tell each teacher." He bowed and withdrew.

When the boys were seated in the assembly-room previous to dismissal, Mr. Royce, the Vice-Principal, presided in the Professor's absence. After the final singing, Mr. Royce was lifting the bell to give the signal of dismissal, when the boys shouted, "Miss Woodstock! Miss Woodstock!" Mr. Royce withheld his hand, and turned to her inquiringly. "It is too late," she said. "No, no, no!" shouted the boys. "But, boys, it will keep you after school hours." "Stay, stay, stay!" they cried, and amidst tumultuous applause, she retired to her recitation room and presently reappeared with a volume in her hand. She walked forward to the platform and asked what they would have. "King Lear! King Lear!" they cried, and then settled into quiet as she opened the book and read from the last act of the tragedy. After she closed the book, Millie's eyes remained for a while fixed upon her, then she turned to John and asked who she was. "Miss Woodstock, a teacher," said John. "That was well done, wasn't it?" "I believe it has made me cry," she said. "Who was that man you introduced me to? I don't like him." "Why not?" "I don't know—Well.—He looks *low*." "You like Miss Woodstock?" "She reads well.—Here she comes." Miss Woodstock was coming towards them with a slow and dignified step. The light of the tragic inspiration was in her eyes. "I believe we have met before," she said to John. "Yes," he replied with a smile, "last evening." "I did not recognize you then," she said. "I recognize no introduction from such a quarter." "Allow me then to introduce myself. I am Mr. Boyd, a new teacher." "And I am Miss Woodstock." "And this is Miss Boyd." "Your sister?" "My cousin."

ISOMETRIC DRAWING.

LESSON V.

IN this lesson we will make use of smaller divisions of the inch than heretofore, and so finish chapter first and our lessons on the cube.

To draw Fig. 26 : first draw the complete cube ; then, to find the upper surface of the top step, draw lines across the top, three eighths of an inch from each side, just as they are drawn in Fig. 20 ; their intersection will form the top of the step.

Then draw vertical lines downward from the corners, each one quarter of an inch long, and join the extremities to complete the step.

To draw the next step, you must extend the bottom lines of the upper step one-eighth of an inch each way (see figure) ; the ends of these lines are the proper places for the top edges of the second step ; these edges must be drawn by the triangle so as to be perfectly parallel to the edges of the cube ; the corners will be formed by the intersections of these lines ; from the intersections, the vertical lines are drawn as before, and the second step is completed.

The third and fourth are drawn in the same manner, each step being one-quarter of an inch longer than the step above it.

It will not require so much time to draw Fig. 27. You will find it best to begin with the end of the block at N, making it one-quarter of an inch on each side, and therefore three-eighths of an inch from the sides of the cube. Make the end V like N, and then complete the cross pieces at the bottom, remembering to make them just as long as an edge of the cube. The upright block in the middle may be drawn by finding the position of the top as in Fig. 26, and then drawing verticals downwards to the intersections of the other blocks.

The little corners to be cut out of the block V, may be drawn as in Fig. 14 or Fig. 15, only cutting off half of the thickness of the block, and half of the length of the projecting part.

Fig. 28 is a flight of steps similar to Fig. 23, but between two walls. Complete the cube ; draw the walls one-sixteenth of an inch thick ; then draw the steps just as though the nearest side wall were not to be represented. Find the corners of the steps as in Fig. 23, but in measuring, make each the same length as the step at the top ; then finally rub out all that part which would be hidden by the wall.

Fig. 29 is so simple as to require no explanation.

Fig. 30 is first drawn nearly like Fig. 15, the small part being only half the height of the cube ; the thickness of the walls is one-sixteenth of an inch.

Fig. 31 is a rude representation of the lower part of a square building ; the walls are of the same thickness as in Fig. 30.

FIG. 26

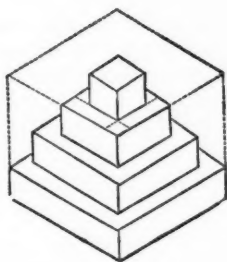


FIG. 27

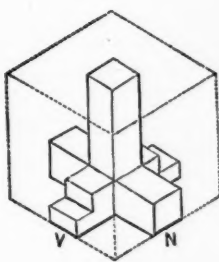


FIG. 28

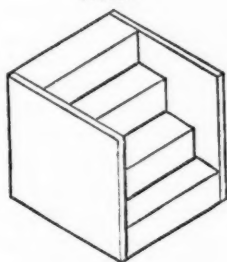


FIG. 29

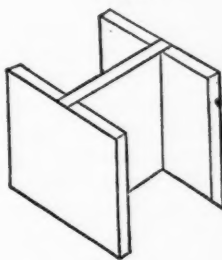


FIG. 30

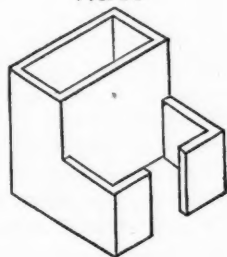
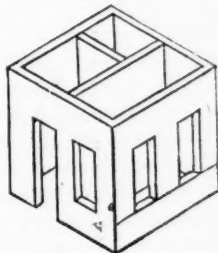


FIG. 31



Mark off on the nearest corner a quarter of an inch from the bottom, and draw lines to the right and left, parallel to the lines of the cube; these will represent the bottom lines of the windows (see dotted line in the figure.) Half an inch above, are to be drawn the lines of the tops of the windows and the door; the widths of the windows and the door are to be measured on these lines. Make each one-quarter of an inch wide, and three-sixteenths of an inch from the side of the window to the corner of the building. It is not important to make exact measurements for the division walls.

How will you draw correctly the bottom line of the wall seen through the open door?

HOW CHILDREN ARE BADLY TAUGHT TO SING.

DR. LOWELL MASON, in answer to the remark that he might be regarded as the father of our church music, said to me, not long since: "And, when I see the abuses that have crept into our public worship under the name of church music, I am seriously disposed to question whether what I have done was a good or an evil service."

I confess that I am inclined to raise the same question with regard to the work which many are doing in teaching our children to sing. While nothing would seem more desirable than that the rising generation should have a taste for music, and should be able to sing; and while, both in the public schools and the Sabbath-schools, much is being done ostensibly to secure this end, there are two grave evils attending the method of instruction pursued, which are almost enough to condemn the whole effort.

One of these evils is the certain tendency of the method adopted, not only to establish in our youth the habit of singing wholly by rote, but also to unfit them for the patient study and practice necessary to the attainment of the power to sing by note,—that is, to unfit them for the acquisition of any true and solid knowledge of musical science or art. And, that this is just what is being accomplished in these schools, (and more especially in the Sabbath-schools,) no one at all conversant with music and with the method pursued, will be disposed to question.

Of the causes which lead to this evil, of its inherent absurdity, and of its mischievous results, I do not propose to speak here, in detail.

My main design is to notice the other of the two evils. That is the utter disregard of the nature and wants of the child's voice, so commonly manifested in the course pursued. Scientific knowledge on this point might not, perhaps, be reasonably expected in public, or Sabbath-school teachers. But it would seem impossible that simple common sense should

not suffice to show any one who has sufficient capacity to sing or to teach singing, that the child's organs are, neither in capacity or established character, those of the adult ; that his voice is, neither in pitch, compass or power, that of the grown person ; and hence, that his future wants, either as speaker or singer, require a training and a practice altogether peculiar. Like his whole physical structure, the child's vocal organs are immature and slender, and, while capable of incidental and temporary exertion of considerable force, are wholly unfitted for sustained and violent effort. The thin quality and high pitch of the child's voice, while well adapted for the varying uses of his ordinary utterance, are wholly unfitted for full and powerful musical expression. What the child needs in his musical training, is, not the present volume or force, but that development which, when he comes to maturity, will invest his voice with the purity and richness of tone and modulation so necessary alike to the perfection of reading, speaking and singing.

And yet, how universal is the practice of urging the child, in direct opposition to all these evident facts, to sing loud,—louder,—as loud as he can ! Not long since, I attended a Sabbath-school anniversary in which the leader gave this very command to the children. After they had sung one stanza of the hymn, with considerable childish naturalness and sweetness, they were checked as if they had been guilty of a fault, and were addressed thus : " Now, children, I want you to sing the next stanza louder—as loud as you can." Sing it louder they did, and, in all conscience, loud enough, if not as loud as they could.

But what were the results ? Instead of that soft, sweet, natural, bird-like melody which is peculiar to the child's voice, and which is one of the most beautiful and impressive of all vocal utterances, there poured forth a sort of falsetto chorus, shrill, sharp, harsh, as if every separate note was being grated across the cutting edges of broken crockery. Noise enough there was, but little enough of melody. The whole performance was unnatural, overstrained and painfully discordant.

And what was the effect produced upon the listeners ? The still, breathless attention, the subdued and tender feeling, the deep and quiet delight, which all true music produces ? Not a bit of it ! On the contrary, every face turned to its neighbor with a sort of bustling vivacity, and at once broke into a broad grin of merriment ; as if each one would say : " How the little fellows put in !"

Now, I ask, under such a system, what are we to expect of the voices of the coming generation ? What can result from this over-exciting and straining of the vocal organs of children, (to say nothing of its depraving influence on their musical taste,) but that, from the hardening of the muscles and thickening of the vocal cords, the voices of the coming men and women shall be found destitute of all true flexibility and sweetness.

THE MASTER'S HOLIDAY.

THE Christmas time was drawing near, and bright eyes looked with glad anticipation to the future.

"Hurrah for Christmas!" shouted the boys, as they turned their backs upon the school-house on the hill-side. "Hurrah! no lessons for a week. What a jolly time!" shouted the ringleader of fun, and "Hurrah!" echoed his boyish admirers; while the girls laughed and tossed their bonnets in the air, as though they would like to join in the glad chorus.

"I wonder if there's any one in the whole world who is sorry for Christmas!" said the belle of the school, the village pet—Katie Lyle.

"Teacher is, I 'spect," lisped little May Barnard. "I saw him with his head down and his eyes looking ever so sorry."

Miss Katie's face wore a serious look, as the little girl spoke. "I wish I hadn't been so troublesome to-day, she thought penitently. He was so patient, too.—I needn't have pretended to be so stupid."

Then giving her books to one of her young attendants, and bidding May run on with the rest—"I am going back," she said, "to help the master put things away before he fastens up the school-house. Don't wait for me!"

Up the path worn by the constant tread of young feet, through the gate which some careless hand had left open, Katie went singing softly to herself. Up the narrow stairs to the room which a little while ago echoed to the busy hum of voices, now still and lonely, she went intent upon her kindly mission; but she paused upon the threshold, and looked pityingly on him who sat there seeming so desolate.

The fire was burning low, but the afternoon sun looked in at the windows, making unwonted brightness in the humble place. The copy-books were open upon the desk, but the pen had fallen from the weary fingers.

The master's hair was white, not so much from age as from some dark trouble, it was said, and the children regarded him with mysterious awe, none bold enough to give expression to their wondering thoughts.

His head drooped wearily, and the little girl who had come wishing to atone for many thoughtless acts, was moved almost to tears by the sad look upon his pale face.

"Are you sick? can I do anything to help you, sir?" she said softly. He did not speak until she repeated the question; then looking at her as one awaking from a dream—

"Why do you not go with the others? school is over!"

"I know it, sir, but I remembered that as we are to have holiday, everything would be put away, so I came back to see if I could help you."

"No, child, no, but I thank you; it is kind and thoughtful—but there

is too much shadow here for one like you. Go out into the light, and enjoy it with the young."

"But may I not help you first, sir?" Then her sweet voice, growing tremulous with emotion, she said hurriedly, "I am sorry I ever did anything to hinder you. I have been very troublesome to-day, but I hope you will try to forget it and forgive me—for the sake of the glad Christmas time."

"Child, child!" said the old man, sternly, "why do you come to torture me? why do you look at me with *her* eyes? I buried my Katie years ago. Why do you come to stir up those old memories? I am a sorrowful old man; leave me to my loneliness."

"He must be sick," thought Kate, half frightened at his manner. "I wonder what I ought to do!"

He seemed to have forgotten her presence again, so she laid her hand lightly upon his and said, "I shall wish you good-bye then, and a happy Christmas, sir!"

He turned to her with a look of sorrowful tenderness. "Happy! my little girl, Christmas can never be a happy time to me!"

He took her hand in his, and drawing the child fondly to him, said—"Shall I tell you why?" and without waiting for a reply, continued in a low sad tone:—"Never give way to anger, Katie. 'Let not the sun go down on your wrath!' We have Scriptural authority for that, but I did not heed it then as I do now. I was angered at my Katie; she was so full of life and merriment, she was ever bringing reproof upon herself. Did we set her a task, she would drop it for a play with the kitten, a race with the dog, a butterfly chase, or a snow-ball frolic. I forgot that childhood must have its time of joy. I would have tamed her heart and timed her steps to mine, and because she resisted, I was angered."

"It was near Christmas, just as it is now. I had given her a task; for my sake she tried to fix her thoughts upon the printed page, but every sleigh-bell that made music that bright winter-day, was a trial to her."

"'Dear father, let me off this once,' she pleaded; 'I will study twice as hard next week. This is a holiday time, you know; the girls and boys are coming with Farmer John's big sleigh, and I cannot keep the words in my mind for thinking of the fun. Do let me go!' She twined her arms about my neck, and tried to bribe me with kisses, but I hardened my heart, and put her off sternly. She had been too long indulged. I had said her will must bend to mine. I had commenced the work of reformation, and would not yield."

"'When you can recite that task, then you may talk to me of sleighs, but not before,' I said, and opened my book to read."

"She looked at me wonderingly and sadly, but I would not relent. Then she sat down with her back to the window, and for a time appeared to be

absorbed in study: but every sound from without seemed to banish all memory of the words she was conning. With a weary sigh she closed the book."

" 'I cannot remember,' she said; 'if it were any other time I might study, but not now.' "

"It was strange to see her sitting there like a drooping flower—our bright merry girl. The time passed on, but I would not see her mother's pleading eyes. I argued that it was for Katie's good, and she should obey me. My fair, sweet child, she that had never opposed her will to that of any one she loved! I often think that I was possessed that day of an evil spirit.

"The sleigh came, with its merry freight. I saw their looks of regret, as they lingered unwilling to believe that they must leave Katie at home. I saw her quivering lips as she said 'good-bye!' I felt her warm 'good night' kiss upon my cheek, as was her custom, but I did not return it. She had not fulfilled all my requirements, and I would not smile upon her until she did.

"Alas! fool and blind! I was working out for myself a life-long remorse.

"Katie had not been well for some days,—so they told me after that night. Whether it was the disappointment, or grief at my manner, that increased the fever already lurking in her system, I cannot tell. That good-night kiss was the last those pure lips ever proffered!

"It was soon over! Very early my darling went to rest, and my crushed heart was buried in her grave.

"They tried to comfort me—the wise physicians, saying it would have been the same in any case;—but oh, if I had but gratified her innocent wishes, it would not have been the same to me."

"Now, my child, you know why Christmas can never be a happy time to me. For my darling's sake I shall be patient evermore—very gentle and patient with the children.

"God bless you, little girl. He is good and pitiful."

He laid his hand solemnly upon her bowed head, then lifted it, and kissed her forehead. "Go out now, my child, into the light. God bless you, and good-bye."

"I will never, never tease him any more!" soliloquised the little maiden, on her homeward way. "I am so sorry, so sorry for the master,—I will never grieve him any more!"

"Never any more!" When Christmas morning dawned, there came a pale angel to him who had been watching. There was a smile on the faded lips, and the thin hands were folded as if in prayer.

The master's holiday, begun upon earth, was perfected in the glorious light of heaven!

GRAMMAR GONE MAD.*

“CURSED is the man that keepeth a pig,” say the Rabbis, “or that teacheth his son Greek!” The sight of the “Primer” by the immortal “Nine” is enough to make us include Latin in the same anathema. For this new Latin “Primer,” the result of the lucubrations of nine public schoolmasters, is nothing less than an earnest and a formal notification that things never shall be better in our time. All the old absurdities in the art of teaching Latin and Greek are to begin a new lease—and worse; for the old regulation pace, albeit one that sends a large majority to college barely out of the grammar, and never quite into the language,—yes, the veritable “goose-step” is to go on still!

This “Primer” is grammar gone mad. The grammatical hobby is ridden too hard and too far. Posterity will say, Masters, in those days, were a kind of doctors, who “poured” learning, “of which they knew little, into” minds “of which they knew less.” We have seen “Geometry for Infant Schools”; but this was only a chart of squares and circles. But the Latin “Primer,” gravely set forth “for all classes below the highest,” affords most curious evidence of the fact that nine of the first public schools in England may, at one and the same time, be intrusted to men utterly ignorant of three main points in education:—

1. The nature of the youthful mind.
2. Of the way to teach a language, and the right use of grammar.
3. Of the chief purpose of all school education.

(1.) As to ignorance of the youthful mind. This book pretends to be a “Primer,”—a first book in Latin,—which study is commenced commonly at or before nine years of age. Well, at the very first set-off, the child hears of *cursive* forms of letters, of *spirants*, not only of vowels, but of *half-vowels*, of consonants and *half-consonants*! Our elder readers are already puzzled; what, then, will they say of the next page, where as to the Latin for “Death is nigh,” the child is taught that “death” is the *subject*, “is” must be called the *copula*, and “nigh” is termed the *complement*! Nor is that all, for the child must further know that “the *copula* with the *complement*”—the two together—have another hard name still, the *predicate*! Very like Oxford logic.

This is not from “Punch,” but from the “Primer,” a book written by one eminent scholar, and approved and believed practical for small boys by eight others. The “Nine” aforesaid are still at large, and their friends believe them sane and perfectly harmless in other respects.

The country gentleman in Molière’s comedy found out late in life that he had been talking prose forty years without knowing it. We have

* London Society.

lived quite as long in happy unconsciousness of the necessity of this philosophy. These hard words are not at all more necessary for learning Latin than for learning English or any other language which our friends will feel it a relief to have mastered without all this mental torture. Yet more thankful will they be to have been born and bred before the epoch of the "Primer," when we add that the third page—besides the usual sweets of learning for a child, under the name of adverb, conjunction, preposition, interjection—contains the following new inventions for cruelty to the young white slaves of England: *flexion, inflexion, stem, suffix, character, kindred words, root-character, unsyncope*.

We have not picked out these pages because they are ridiculous, but, because they come first, and because they are a fair specimen of all that follows. But talking of the ridiculous, men who know boys' nature, and sense of fun, should have been a little more cautious. In our boyish days we did very well without *copulative* verbs, as also without the following piece of information, by no means suggestive of proper respect for the fair sex. Certainly we did learn, *Homo nascitur nudus*, "Man is born naked," which piece of animal history circulated a school story of a merry fellow sent to jail for saying the Duke of York was born without a shirt to his back. We also learnt, *Urbi pater est urbiq; maritus*, saying a man was "the father of the whole parish and the husband of the whole parish," without adding what was done to him for the same.

Oliver Goldsmith's schoolmaster of "Auburn, sweetest village of the plain," had one qualification in which the "Nine" are fatally deficient,—

"He too remembered that he once was young."

Had the "Nine" recalled the impression of their early days, they would have known that nice grammatical distinctions are worse than useless, because discouraging to a boy. They would have remembered that their own Latin was learned, perhaps concurrently with rules, but certainly not by virtue of them. We are not singular in this opinion. All the friends we consult, including a Christ's Hospital master of thirty years' experience, bear witness that, save the accidence or nouns and verbs, and four or five rules almost too obvious to be worth writing, every page of the old Latin grammars proved useless during school days, and rather curious than edifying afterwards. That this is true of grammar, when considered, not as a discipline, but as a means of learning languages, we can more particularly testify from a grammatical knowledge of five languages, and also from having written elementary works both Latin and Greek, founded on the minds of junior classes while we were engaged in public schools.

After the numerous works lately published in Germany and France, as well as England, and after so much experience acquired by tourists in foreign languages, we looked for the new "Primer" as a step in advance.

We pitied poor school-girls whose brains might still be made to serve as sensitive pin-cushions for Lindley Murray's sharpest pins and needles, and we hoped the "Primer" augured better things for boys, at least—and trusted that their less fortunate sisters in due time might share the benefits of common sense now to be applied to education. We fully expected a formal announcement that all the practical part of grammar and its aids to memory, lay in a small compass, and that nine-tenths at least of so-called grammar should be reserved as easy reading for riper scholars. Great, then, was our disappointment in taking up the "Primer," to find "confusion worse confounded," proofs undeniable of our second charge,—

(2) The "Primer" evinces an utter ignorance of the place of grammar in learning language.

Not only this "Primer," but other parts of the public school system, proceed on the fallacy that language is learnt from grammar, instead of what is true, that the grammar is learnt from the language. John Locke, no mean authority on the human mind, spoke of the absurdity of teaching the grammar (that is, the structure and analysis of a language) before the student knows a word of the language itself. Grammar to language is an accessory, we admit, but only "an accessory after the fact;" only when the rule finds words for an observation which the student recognizes as soon as read. Till such time, a rule is neither digested nor applied; it serves as so much mental lumber, and nothing more.

All methods of teaching a language are defective but those which begin with the language itself. Translation and retranslation must go on *pari passu* with every noun or verb or part of grammar: you will then make a sensible progress both in language and in grammar, properly so called.

When the student is already familiar with the forms of sentences, and the idioms of a language from extensive reading, for which twenty pages of the accidence are quite sufficient, the observations of the grammarian form the easy and interesting study of an hour. It is then, and not before, that the mental exercise claimed for classical education begins in good earnest. Grammar also, at that stage, tends to accuracy in the language; but for mere children, the practice of quoting for a genitive or a dative, a rule which commonly happens to be right, is mere guess-work and parrot-gabble, and no mental exercise at all. Parsing grammatically is good drilling, we allow, but only to the extent of a boy's intelligence. But as to the "Primer," it is as unfitted to form, as it is to fill, the mind of boys. The term "primer," or "introduction," is indeed a misnomer; a dose of it will operate like Mrs. Squeers's brimstone and treacle, to take away the school appetite for the day. Many of the rules are so abstruse we ourselves could only guess at their meaning by the examples. Learners can only profit by such rules by the time they have wellnigh learnt to do without them. And this leads to the third point.

(3.) The "Nine" evince an ignorance of the first principles of education. The end of education is to teach the boy to teach himself as a man ; to lead him till he can run alone, and let him leave off with an appetite ; to form a love of literature, and teach him to find a resource in books. Now the writers of the "Primer" remind us of men who take a dog by the ears and rub his nose in anything repulsive, or throw him into the water, thinking to make him take to it kindly another day. A duck in a walled pond, it is said, will fall into despair and drown. The weary prisoner on the treadmill feels the labor doubly hard when his ear tells him that he toils for toiling sake, and grinds no corn. The "Primer" seems formed on the same principles of discouragement. It virtually says, "Who enters here must give up hope." The poor boy finds himself as in a wood ; he may be whipped round and round, and made to go, but he is never to be gladdened by daylight, or by seeing his way out. The "Primer" acts, not as a stimulus, but as a caution to a boy. It rises before his eyes as a notice board, "Beware !" Pains and penalties, "bubble, bubble, toil and trouble," form the leading idea. The Dean of Christchurch gave evidence before the School Commission that, after six or seven years of Greek and Latin at a public school, young men commonly come to college unable to translate at sight even simple passages. The "Primer" system explains it all. Is it true that young ladies can read French from no book but their own ? Far from it. We admit that the dead languages differ in facility from the living ones, but it must be admitted the inequality between the performances of our boys with Latin and our girls with French is rather too great.

Under the "Primer" system we cannot wonder if many a vow is registered at school to eschew learning to the end of one's days ; for the child is set to work in a way contrary to the nature of man, yes, and of beast too. When the fine-spirited horse has once strained at a burden which will not yield, though you lighten that burden, it is hard to persuade the noble animal to try again.

Nothing is more contrary to a boy's nature than to appreciate and apply philosophical terms. Boys are quick enough at analyzing or observing the same forms and idioms as they read ; but whoever inverts the process, whoever sets a child, not to analyze, but to generalize, as the "Primer" does, from rules full of unheard-of technicalities, shows extreme ignorance of a child's mind, and literally begins at the wrong end.

But the "Nine" ought to know that nature has implanted in boys a certain sense and a capacity for pleasure, and for taking interest in the dryest of all pursuits. In all but the very dullest there is a responsive chord, if you can but strike it. For, what Aristotle called *Mathesis*, or the pleasures of acquisition—the delight men feel in a sense of progress and in increasing strength—these are also the pleasures of the boy. You

identify this peculiar pleasure as a child laughs with joy when it has solved a riddle or adjusted the sticks of a wooden puzzle. A master worthy of the name will identify the same gleam of natural satisfaction as he sees the boy brighten up when he has also solved the enigma of a Latin sentence, and feels difficulties cleared away, and darkness bursting into light. The beauty and the fitness of Latin and Greek for the training of the mind consist not least in this,—that with an able master the steepes are so nicely sloped, the stepping-stones are so many, and the difficulties imperceptibly and gradually decrease. But the unhappy "Primer" system mars all. It flies in the face of nature, and scatters to the winds all her kindly aids and tendencies.

A young Etonian (now a Master of Eton) told the School Commission in effect, that, as to any moral influence between the master and the boy, the only conductor was the birch. Under the "Primer" system, the birch is the only conductor of mental energy also. The boy must be driven, but not led. If the "Primer" does teach the young idea how to shoot, it must be on the breech-loading principle, no doubt.

It is no answer to say that the old Grammars had their hard technicalities too. It is small praise that at the present day nine men have produced nothing worse *As in presenti* to waste the time and disgust the minds of boys. We do not say the new Primer is not better than the old for ripe scholars; but it is for the younger classes that it is intended, and for them we say it is the worst, because the most repulsive and unintelligible we have ever seen. The cruel part of the matter is, that, since these nine public schoolmasters will virtually inflict the Grammar on some nine thousand private teachers, we here have disgust and mental misery sown broadcast among the youth of England. Years of experience, as boys ripened into scholars, rather in spite of these technicalities than by virtue of them, have taught all with whom we speak, as it has taught us, that words heteroclite, acquisitive, adimitive, and the like, never did convey any ideas to a boy till such time as the ideas came without them. We have a distinct recollection of one rule up at class, and of one cry somewhat similar in the playground, with a once-popular game called "Hammer, Chisel, and Block." But whether we said "*Hi possessivi meus tuus suus,*" in school, or whether we cried "*Hi cockalorum, jig, jig, jig!*" out of school, the exercise of grammatical intelligence was just the same.

But, lastly, the "Nine" should have remembered, that if the youthful mind is aptly compared to a clear and blank piece of paper, it is no small misfortune to be doomed to enter on the long life before us with our mental tablets scribbled over with the vilest rubbish and a horrid jargon worthy of Hanwell or of Colney Hatch. Many sensible men will not adopt any of the ingenious aids to memory, objecting to fill their minds with *Willcon-sau*, *Henrag*, and other garbage from Grey's "*Memoria Technica.*" Then, good friends, in this nineteenth century, what do you say at having

specially invented for your dear boy's mind, and paying, perhaps, a hundred pounds half-yearly to make him gabble such stuff as this :—

“Substantives in *do* and *go*
Genus *femininum* show,
Added to this males must be
Hadria, the Hadriatic sea.
Bidens (boe) and *bidens* (sheep)
With the *feminina* keep.”

Such rubbish, intended by its rhyme to be indelibly imprinted on the minds of boys, is in the “Primer” written or adapted by nine men who profess to regard the culture of mind and the culture of taste no less than the culture of Latin and Greek! For our own part, the moment we read it, we were forcibly reminded of Mrs. Quickly, when she exclaimed, “*Harum, horum!*—shame to teach the child such words.”

The same error (adverting to the use of grammar) of putting a good thing in the wrong place, and so disgusting the mind you design to form, and wasting valuable time besides, this runs through the whole of public school composition in verse and prose. That youths whose minds are already familiar with prose or verse, and who have a store of the best models and finest pages familiar to their minds, should be set down to imitate either Cicero or Virgil, is reasonable enough. We should then have satisfactory results at little cost of time. But as to setting children who cannot read a line of Latin to dabble words by rule thumbed out of the Dictionary or Gradus, at ten times the cost of time, and with pain instead of pleasure, this also is, in the true spirit of the “Primer” system, beginning at the wrong end.

This beginning at the wrong end is the reason that so many school years pass away, and Latin and Greek are like hieroglyphics after all. We know a young lady who had read all the “*Æneid*” of Virgil and all the “*Iliad*” of Homer by fourteen years of age. This she did accurately and well, with no more grammar than verbs and nouns to start with, trusting to her father's comments on the idioms as they occurred. Had she begun in the “Primer” system she would barely have been out of the grammars, much less into the languages, if not stopped altogether at the onset. Economize the time wasted at school about grammar before it can be understood, as also about verses and other exercises, before the boy has words for either, and our public schools might begin to teach Latin and Greek in no homœopathic quantities. At present, with nineteen boys out of twenty, the years at school are spent all about the foundation, and one never to bear a superstructure,—in short, a school-boy's pursuit of classical literature reminds us of old Matthew's story of the Cockney at the Epping Hunt crying out, “Coachman, drive me a one-and-sixpenny fare after the stag!”

THE MONTHLY.—FEBRUARY.

EMINENT AMERICAN EDUCATORS DECEASED IN 1866.

THE year recently closed has been one of great mortality among teachers. The list of eminent instructors who died within that time includes many names widely known and greatly esteemed. Among the number were thirteen who had been heads of colleges or universities.

On New Years Day, Jan. 1, 1866, Dr. P. H. SKINNER, an educated blind man, the founder and instructor of the first asylum for the colored blind, and for the deaf and dumb of the same race, and editor of a magazine called *The Mute and the Blind*, who had sacrificed all his property and his health in his labors for the benefit of his unfortunate protégés, died at Trenton, N. J.

On the 10th of January, Professor JAMES J. MAPES, a lecturer on chemistry and its application to agriculture; an agricultural chemist, scientific farmer, author, inventor, and editor of the *Working Farmer*, died in New York City, at the age of sixty years.

On the 13th of January, REINHOLD SOLGER, Ph. D., a Hungarian scholar, patriot, and lecturer on Physical and Mathematical Geography, and the inventor of a method of representing topographical peculiarities in relief, died in Washington, D. C., where he was Assistant Register of the U. S. Treasury.

January 29th, the nation lost one of its most eminent and valued educators, ELEPHALET NORR, D.D., LL.D. at the ripe age of ninety-three years; his great merit and virtues were recorded in the *Monthly* for March, 1866.

February 4th, Rev. ELY BURCHARD, one of the pioneer teachers of central New York, a graduate of Yale College, and for about fifty years of his long and useful life, a zealous promoter of education, both by personal teaching and the founding of schools and seminaries, died at Clinton, Oneida Co., N. Y., at the age of seventy-eight years.

February 7th, Rev. JESSE EDWARDS, a graduate of the College of New Jersey, distinguished for his profound scholarship, and Professor for several years of the Latin and Greek languages in Carroll College, Wisconsin, died at Plover, Wisconsin, at the age of forty-seven years.

On the 21st of February, REV. RUFUS F. BUELL, a graduate of Brown University, for many years a missionary preacher and teacher in Athens, Greece, and since his return, in charge of a seminary for girls, at Washington, D. C., died in that city aged fifty-three years.

March 1st, REV. ALEXANDER CAMPBELL, D.D., an eminent author and and controversialist, founder of the denomination known as "Disciples," for forty years an editor, and for twenty-five years President of Bethany College, died at Bethany, Va., aged seventy-nine years.

March 9th, LUTHER HAVEN, Esq., for many years an eminent teacher of Chicago, subsequently a member of the Board of Education, and liberal benefactor of the schools of the city, and at the time of his death Collector of the port, died in Chicago.

On the 14th of March, JARED SPARKS, LL.D., eminent as a preacher, a historian, and an instructor connected with Harvard University, as tutor, as Professor of History for ten years, and subsequently as *President*, died at Cambridge, Mass., at the age of seventy-seven years.

Five days later, on the 19th of March, another distinguished Professor of Harvard, CHARLES BECK, Ph. D. LL.D., a native of Heidelberg, but for forty-two years a resident of this country, a teacher at the Round Hill School, Northampton for six years, and subsequently, for eighteen years Professor of the Latin language and literature in Harvard University, and author of numerous educational and classical works, died at Cambridge, aged sixty-eight years.

March 26th, REV. AUGUSTUS WILLIAM SMITH, LL.D., an able and indefatigable teacher, a graduate of Hamilton College in 1825, teacher at Cazenovia, 1824-1828, Principal Oneida Conference Seminary, 1828-1831, Professor of Mathematics at Wesleyan University 1831-1851, *President of Wesleyan University*, 1851-1859, and Professor of Natural Science in the Naval Academy at Annapolis from 1859 to 1866, died at Annapolis, Md., aged 64 years. He was the author of several valuable text-books.

On the 11th of May, EDWARD P. EASTMAN, Principal of the National Business College, Chicago, died at Chicago, Ill., aged twenty-three years.

May 17th, M. L. DOMANSKI, a Polish exile, and Professor of Modern Languages, died in Brooklyn, L. I., aged fifty-six years.

May 28th, REV. ELIJAH SLACK, LL.D., a Presbyterian clergyman and teacher, for many years *President of Cincinnati College*, died in Cincinnati, aged eighty-two years.

May 29th, HENRY DARWIN ROGERS, LL.D., F. R. S., Regius Professor of Geology and Natural History in the University of Glasgow, Scotland, a native of Virginia, and for many years Professor of Natural Sciences in the University of Pennsylvania and State Geologist, died at Elgin Villa, Shawlands, near Glasgow, aged sixty years.

On the 8th of June, REV. EMERSON DAVIS, D.D., a Congregational clergyman, author and teacher, Principal of an academy, for many years a member of the Massachusetts Board of Education; one of the most efficient friends of Normal Schools, and at the time of his death Vice-President of the Corporation of Williams College, died at Westfield, Mass., aged sixty-eight years.

REV. MILES P. SQUIER, D.D., a Presbyterian clergyman, founder and Principal of Geneva Lyceum, and a zealous promoter of higher education in Buffalo and other towns of Western New York, and from 1851 to 1866 Professor of Moral and Intellectual Philosophy in Beloit College, Wisconsin, died at Geneva, N. Y., June 22d, aged seventy-seven years.

On the 8th of July, REV. NATHAN MUNROE, a Congregationalist clergyman, teacher, and editor; the valedictorian of his class at Bowdoin College, Principal of Delaware College, 1834-1836, a pastor for the next seventeen years, at Bradford, and a zealous friend of Bradford Academy; N. England Secretary of the American S. S. Union from 1853 to 1858, editor of the *Boston Recorder*, and Boston correspondent of the *N. Y. Evangelist*, from 1858 to 1863, and for the last three years of his life financial agent of Bradford Academy, died at Bradford, Mass., aged sixty-two years.

On the 27th of July, Professor JAMES HAYWARD, a civil engineer, and for many years Professor of Mathematics in Harvard University, died in Boston, at the age of eighty years.

August 2d, JOHN H. LATHROP, LL.D., an eminent scholar and excellent presiding officer, who had been successively Professor in Hamilton College, Clinton, N. Y., President of the old University of the State of Missouri, Chancellor of the University of Wisconsin, President of Indiana State University and Professor and President of the Missouri State University under its new organization, occupying the last-named position till his death; died at Columbia, Mo., aged sixty-eight years.

On the 11th of August, REV. DAVID ADAMS GROSVENOR, a Presbyterian clergyman of Elyria, Ohio, who was the founder of several female seminaries

of great promise, in Ohio, and had passed many years in teaching, died at Cincinnati of cholera, at the age of sixty-four years.

On the 12th of August, Rev. J. C. PASSMORE, D.D., an Episcopal clergyman, college professor and author, the ablest teacher in Racine College, Wisconsin, died in that city, aged about forty years.

On the 18th of August, two sisters, Miss CHARLOTTE and Miss JULIA DRAPER, who had been associated for nearly forty years in the management and instruction of a female seminary of very high character, at Hartford, Conn., died in that city on the same day, at the respective ages of seventy and sixty-eight years.

On the 25th of August, Professor JOHN A. PORTER, Adjunct Professor of Chemistry in Yale College, from 1852 to 1864, one of the most accomplished chemists in the country; and one of the revisers of Webster's Illustrated Unabridged Dictionary, died at New Haven, Conn., at the age of forty-three years.

On the next day, August 26th, Rev. JOHN PIERPONT, a Unitarian clergyman, teacher, author, reformer and poet, died at Medford, Mass., at the ripe age of eighty-one years.

On the 31st of August, Rev. JAMES M. WILSON, D.D., a Reformed Presbyterian clergyman and Professor for a number of years past in the Covenanter Theological Seminary of Alleghany, Pa., a profound student of Church History, and reputed the most learned man in his denomination, died at Alleghany, Pennsylvania, aged fifty-seven years.

In August, Rev. J. J. ROBINSON, D.D., a Presbyterian clergyman, formerly the President of Maryville College, Tenn., and recently elected President of a new institution at Bristol, Tenn., was killed by being thrown from his carriage at Rogersville, Tenn.

On the 24th of September, Rev. NOAH PORTER, D.D., a Congregational clergyman, an eminent scholar, and during his sixty years pastorate, the instructor, both in classics and theology, of great numbers of young men, died at Farmington, Conn.

On the 27th of September, FRANCIS LISTER HAWKS, D.D., LL.D., an Episcopal clergyman, author and teacher, for some years at the head of St. Thomas' Parochial School, Flushing, L. I.; called repeatedly to the presidency of colleges of high standing, and as often to the bishopric, both of which positions he always declined; a pulpit orator of great ability, and a historian of extensive research, died in New York city, aged sixty-nine years.

October 13th, Mr. E. J. PICKETT, a well-known teacher of Indiana, and at the time of his death Principal of a Collegiate Institute at Attica, in that State, died there, aged thirty-six years.

On the 16th of October THEODORE DWIGHT, for many years a teacher, and one of the most accomplished scholars of the time, a resident of Brooklyn, N. Y., died in that city, of injuries received on a railroad train, aged seventy years.

On the 22d of October, JAMES N. McELGOTT, LL.D., an eminent teacher, for many years at the head of the Mechanic's Institute Schools, and author of numerous text books for schools, died in New York city.

On the 28th of October, Mr. CHARLES ANSORGE, a Prussian teacher and Professor of Music, for four years Professor of Music in the Asylum for the Blind, Boston, an enthusiastic teacher and friend of education, and for several years one of the editors of the *Massachusetts Teacher*, died of cholera in Chicago, Ill., at the age of forty-nine years.

In October, Rev. WILLIAM B. LACEY, D.D., an Episcopal clergyman and author, and one of the most brilliant scholars of his time, Rector for twenty years of St. Peter's Church, Albany, where he promoted education with great zeal, subsequently Professor for several years in the University of Penn., and afterwards President, successively of St. Mary's College, Jackson, La., and of Rose Gates' College, Okalona, Miss., died in Okalona, aged eighty-five years.

Besides these, there were six medical professors of distinction who died during the year, viz. : JOSEPH MATHER SMITH, M.D., Professor of Therapeutics and the Practice of Medicine, in the N. Y. College of Physicians and Surgeons, a man of extensive and profound learning, died April 22 ; HENRY G. COX, M.D., Professor of the Theory and Practice of Medicine, in the New York Medical College, and Consulting Physician to Ward's Island Hospital, died May 29 ; REUBEN D. MUSSEY, M.D., a distinguished author, and for nearly fifty years Professor of Anatomy and Surgery at Dartmouth and Cincinnati, died June 21 ; PAUL BECK GODDARD, M.D., an eminent scholar, and Professor in one of the Philadelphia Medical Schools, died July 5 ; SAMUEL BRAINARD, M.D., an eminent surgeon, and Professor of Surgery in the Rush Medical College, at Chicago, editor of the *Chicago Medical Journal*, died on the 10th of October ; and on the 29th of November, HORACE GREEN, M.D., President and Professor of diseases of the throat and lungs, in the N. Y. Medical College, died at Sing Sing.

DOCTORS DOCTORED.

THE *Hartford Press*, whose Editor is also Governor of the State of Connecticut, lately preferred the following charge against the efficiency of our common school system :

"Men, who have paid much attention to the subject, say that the education in our common schools is wretched. We pretend to be able to read, write and spell. There is not, probably, one in ten who leaves the common school, able to do either correctly. Very few people can read well enough to read aloud ordinary newspaper news intelligently and agreeably. Fewer yet can spell correctly ; and, as to writing, how many letters does one see fairly written, with decent punctuation, or knowledge of the ordinary rules of composition ? The standard to which common school scholars attain in these elements of knowledge, is believed to be lower than it was thirty years ago. The attention of those interested in education is being excited by these alarming facts."

This attack upon common schools is partially endorsed, and extended to include "expensive private seminaries" also, in a leading article, entitled, "Woman's Labor and Reward," recently published in the *Times*, of this city. Its writer says :

"Let any one examine some of the female graduates of our common schools, and indeed of our expensive private seminaries, and find, with all the smatterings of philosophies and accomplishments, how few can even cast up a small column of figures correctly, or copy with accuracy, or write and spell a letter accurately and elegantly, or read with emphasis and propriety, or be depended on for doing any one of the thousand tasks to which men are daily set, with thoroughness, efficiency and earnestness, and he will understand why women cannot find work."

The inaccurate and inelegant styles of these citations are in themselves sufficient evidence that the strictures they contain are not unwarranted. Seeing the abuse of words in the first sentence from the *Press*, one might readily assent to the statement in the next sentence—that the writer thereof is only a pretender to proficiency in the art of composition. The succeeding sentence,—“There is probably not one in ten who leaves the common school able to do either (that is, to read, write or spell) correctly,”—would be condemned by a tyro in rhetoric, as an undefined assertion rendered still weaker by an expletive. But the climax of errors is to be found in the sentence terminating with a question, which is not only feeble, but confused and ungrammatical.

The extract from the *Times* exhibits, like Milton's infernal regions, a still "lower deep." But, having lost our breath in wading through the long parenthesis it contains, we decline to discuss it seriatim. We trust, however, that the critic who wrote it, can "cast up a small column of figures," though he may not be able to "write and spell a letter accurately and elegantly," as his record proves. Considering only the ability displayed in his writing, one would be justified in dismissing him with the words used by William the Third to a leper, who besought an application of the royal hands to remove the "evil" which afflicted him,—“God mend you, my good man, and send you better sense.”

But, notwithstanding their own deficiencies, it is a noticeable fact that both these Aristarchs demand from teachers and pupils superlative excellence. It is one thing to read and write, but quite another to read and write well. There are few who can truly claim to have attained in those arts a high degree of skill. The inditers of the articles commented on certainly do not merit places in the latter class, though they have the assurance to demand that the graduates of our schools shall exhibit more than a comparative degree of proficiency in these accomplishments. It would be fair for teachers and pupils to reply to either of them in the words of inspiration—physician, heal thyself!

It is not, however, our intention to cover our schools from any just aspersions which may be cast upon them. The charges specified are worthy of consideration, and it is our duty to examine them carefully and separately. The comparison made by the *Press* between present and past educational systems, to the detriment of the former, is, as Dogberry would say, "odorous," but we believe that the judgment rendered is not strictly tenable. We also believe that the public itself is the guilty party in demanding those "smatterings of philosophies and accomplishments," spoken of by the *Times*,—smatterings which our common schools, at least, have not sufficient educational force to impart without grievously neglecting the far more important elementary branches. We also question the policy of our schools in giving so much time to the superficial study of modern languages, the imperfect acquisition of which being dearly purchased, in most cases, at the expense of proficiency in English. But the subject is too grave and too momentous to be discussed in the end of an article. We propose, therefore, to submit to our readers an analysis of the first portion of it, viz., Speaking and Reading, in our next number.

TEST OF WISE LEGISLATION IN SCHOOL.

SINCE pupils are, morally as well as intellectually, though in various degrees, incompletely educated, there exists the need of legislation the sense of which they sometimes do not perceive. But while they may not always perceive the sense of wise legislation, they detect with remarkable penetration unwise legislation. It is well for the teacher to bear this in mind. The judgment of pupils is not, indeed, infallible. It may condemn what is wise. But if dissatisfaction with a teacher's method of governing continues to characterize a school, it is certain that the teacher is governing unwisely. A sure test of wise legislation in school is the existence of satisfaction among the pupils. A school without law is as much a dissatisfied school as a school with unwise law, though in the one playfulness be rampant and in the other dejection brood.

CORRESPONDENCE.

A PLEA FROM THE WEST.

H—, MINN., November, 1866.

MR. EDITOR—Knowing as I do your sincere interest in all things pertaining to schools and teaching, I must relate to you a little incident which occurred in one of the schools in this vicinity.

Not long since, on one of these beautiful autumnal mornings, I started out with the intention of visiting every school that I could find. Having heard, soon after my arrival, that this famous city of H— did not even own one public school house, I was possessed with considerable curiosity to ascertain the character of the *private* schools. I soon found a small house, of very unprepossessing appearance, situated in the angles of two cross-roads, filled almost to overflowing with children of various ages, from four years and upwards: the larger ones occupying the "back seats," and the younger ones literally swarming around the feet of an old lady with cap and spectacles,—who was endeavoring in vain to create order out of dire confusion, or (what really seemed to be the true state of affairs) to "make confusion worse confounded."

As I entered the room I heard a child crying most bitterly. I soon discovered the unhappy little fellow, and, calling him to me, asked:—"What troubles you my little friend?" He quickly replied, grasping my hand with the tender, clinging grasp of childhood, and looking up into my face, with sweet confidence, "They call me names, and laugh at me!" "Why do they so?—What have you done that is wrong?" "I have done nothing wrong!" he proudly replied. "They laugh at me because

I am *lame*, and they call me 'Little Hunch-back.' I had before perceived his poor mis-shapen shoulders and crippled knees, and rightly guessed the source of trouble. I assured him of my kindest sympathy, and told him that I would try to influence his school-fellows in his behalf.

Sending him to his seat, I first appealed to his teacher, who, to my utter surprise, exclaimed in a loud harsh voice—"Well, well, I don't want to hear nothing about it; he must learn to 'fight his own battles': he's no business here, anyhow; I've got enough children that aint lame—he'd better stay to home with his baby mother—she thinks my school aint the right sort at all, and I aint going to stop to coax every boy that whines: *I hope I aint so narvous-like as you be!*" I replied that I perfectly agreed with *her* judgment, leaving her in a quandery whether I referred to the mother of the pupil, or to herself.

I soon took my departure, intending to call upon the mother of the grieved and wronged child. I found her to be the widow of a Southern refugee, a dear friend of mine "*lang syne*," who had fallen in "inglorious warfare." She was a lady of education and refinement, but in exceedingly straitened circumstances, earning a scanty subsistence for herself and children by teaching music—going from house to house to the convenience of her pupils, but greatly to her own disadvantage. I told her that I had found her little son in a very unwholesome atmosphere *morally* as well as *physically*, and where every noble sentiment of his heart would in time be crushed out. She told me that she had been painfully conscious that her child was suffering intensely in that school, but had no power to alleviate his condition, save by removal—which, under existing circumstances, she was unable to do—and that *that was the only school in the city!*

Now, allow me to put in a plea for an *army* of "*narvous*" teachers. The little incident which I relate is not an isolated case; there are many hungry, starving, noble souls, in schools which I have recently visited in this "great West:" many impressible, sensitive natures, who are yearning for a *kind word*, an encouraging smile from their teacher, or a cheerful hearty "God speed you," from a schoolfellow. And why is this? How can we expect a child to become warm-hearted and sympathetic, around whose child-life never has shone the beauty and purity of a happy and useful home: who has never learned from the lips of his teacher the simple sweet courtesies of the school-room? And how can a teacher impart true sympathy, and tender, loving kindness to his pupils, whose "end and aim is sordid game?"

FLOGGING IN SCHOOL.

MR. EDITOR—It is gratifying to have a question of importance met with the calm and frank spirit in which B. D. H. replies, in the current number of the Monthly, to the author of "Shallow Theorists." Without admitting that he has adequately discussed the arguments presented in that article, let me present for his further consideration the following:—If present public opinion regards the flogging of negroes as barbarous, why should it not so regard the flogging of pupils?

H. D. B.

January 5, 1867.

UNIVERSITY OF LONDON.—WORKINGMEN'S COLLEGE, ETC.

MR. EDITOR—May I take the liberty of correcting some statements in your issue for January, under the head of "Educational Intelligence." You say—"The chair of Moral Philosophy in Cambridge is not yet filled". The dispute between orthodox and radical thinkers waxes hot". M. Martineau has been rejected because of his free-thinking; 'but only, it is believed, that one more radical may fill his place. "The Professorship is of little pecuniary value, £130 per annum."

(1.) The Professorship of *Moral Philosophy* in Cambridge was filled in November, by the election of Rev. Frederick Denison Maurice, Principal of Workingmen's College, London. There was no controversy about it, as no one knew how the election would go. (2.) "The dispute" you refer to is of course in regard to the chair of *Metaphysics* in the University of London. It is not between orthodox and radicals, but between two classes of radicals—Christian and Comtian. The orthodox voted with the latter to keep out a Unitarian, while the Comtists themselves voted against the candidate offered, because he does not refer thought and emotion to cerebral activity. *Hinc illæ lachrimæ!* (3.) Rev. Jas. Martineau is not a French "Monsieur," but an Englishman born; brother of Harriet M. (4.) Mr. Martineau is not a free-thinker. He was rejected because his "theory of the Universe" is a positively christian one, and because he is and has been a teacher of theology. (5.) The successful candidate is already chosen—a young Scotchman, of the school of Mill and Bain, with no views on theological questions: in one (American) word, an "available" man. He is not, however, to fill Mr. Martineau's place, but Dr. Hoppers's chair.

Which of the Professorships is worth so little as the sum specified?

Mr. Maurice's election deserves a more extended notice at your hands. He is a veteran educator, and for a while edited an Educational Magazine in London. In 1848, his attention was drawn to the crude social theories current among the working men of London, and to the need of a higher education to deliver them from such delusions. It seemed to him that national education implies much more than mere juvenile instruction, which latter would either go so deep as to give children a distaste for active labor, or lie so near the surface that a few years would rub it off. (I do not say that such difficulties are ever felt in America. That you can judge of for yourself. I only say he met them in London.) He also thought that the collegiate institution was doing all that it might for the nation while it was confined, as in modern times, to those whom youth and some degree of wealth left at leisure for study; that branches of practical science would "come easier" to men who had to do with the world of realities, and that the *truths* of the higher paths of thought would not be unacceptable to men—

Who grind among the iron facts of life,
And have no time for self-deception.

He got a number of the leading men in the workingmen's cliques to meet him at a tavern, and each in turn to tell him and the rest their plans of social regenerations, and the reasons on which they based them. He took notes of each, and then proceeded to discuss them in detail with that

infinite patience and kindness which so eminently characterizes the man ;—showing how each of these crude schemes must fail, not because they were radical, but just because they were not ; that they were attacking the evil they complained of in its branches not at the root. The mere demagogues soon ceased to come to these re-unions, but the really earnest men stayed, and he offered to help them to establish a **WORKINGMEN'S COLLEGE**, by enlisting his educated friends as Professors, if they—the working men—would be the pupils. They gladly acceded. Ruskin, Thos. Hughes, J. K. Ludlow, Hullah, and others joined him as Professors, and chose him their Principal. The college was opened in 1850, and has been in operation ever since.

Other Workingmen's Colleges, and at least one Workingwomen's College, have been established in England. Are we to have none in America? Does not Mr. Maurice, by his enterprise and its success, raise very grave questions as to our (so called) National Education? And ought not every true friend of education to rejoice that such a man has been placed where he can enforce upon the young men of England the distinctive duties of her educated classes?

R. E. T.

PHILADELPHIA, January 2.

EDUCATIONAL INTELLIGENCE.

UNITED STATES.—Improvement in the prospects of Education is much talked of in the Southern States ; but the poverty of the people, and the disorganized state of society in most sections, forbid any immediate change for the better. Interest in education, however, is increasing among both whites and blacks. Freedmen's schools in all but the remoter districts, are prospering. An association for the education of colored ministers and teachers, has established ten schools in different States, and proposes to organize many more. The report of the Freedmen's Bureau shows that 150,000 pupils are now attending its schools, which, in many instances, have been kept open during the entire year. **VERMONT.**—The Legislature has ordered that one-third of the school-funds, instead of one-fourth as formerly, shall be divided among the common schools. The Academy of Randolph Centre will open as a Normal school, Feb. 26. **NEW YORK.**—Madison University has received \$100,000 additional from Messrs. Trevor and Colgate.—The University of New York city has received \$2,500 for modern languages.—Supt. Randall's report shows that in New York city about 200,000 pupils attend the common schools. The number of teachers is 2,000. The schools are overcrowded, and Mr. Randall recommends the erection of more buildings. About \$100,000 are expended annually for text-books, which are gratuitously provided for the pupils. Although the salaries are here higher than in any other city, the Superintendent regards most of them as too small, and recommends their increase. Corporal punishment has been abolished in all the primary and female departments. **ILLINOIS.**—At a conference of College Presidents, recently held at Chicago, a State Collegiate Asso-

ciation was formed. It recommends that an Agricultural department be connected with each college; that young women be educated in the same institutions with young men; and that the course of study be abbreviated to suit the wants of those who cannot take the entire course. **TENNESSEE.**—The Legislature has again postponed the bill establishing common schools. It will not be passed at this session. **MARYLAND.**—The State Board of Education has adopted the following: "Ordered, that no teacher be required to take any test-oath, or any other oath, as a requisite condition to entitle him to receive a certificate, or to be employed as a teacher in any of the public schools of the State. **DISTRICT OF COLUMBIA.**—The distribution of school funds is still causing trouble. The Mayor of Washington is charged with defrauding the colored schools, and the trustees of these institutions have brought a suit in the Supreme Court for \$18,800, which they claim has been fraudulently withheld. **GEORGIA.**—The prospects in this State are good. A school bill has been reported, which, though unjust to the freedmen, is otherwise very liberal in its provisions, offering instruction without charge to every free white inhabitant between the ages of six and twenty-one years. In Atlanta five free schools for whites have been established by the Phila. Union Commission. They are attended by about 500 pupils.—A school for the education of Freedmen has also just been established in this city by the society of Rev. Dr. Storrs, of Cincinnati. The building cost \$6,000, and is said to be very complete in all its appointments.

GREAT BRITAIN.—In the quarrel over Mr. Martineau at University College, London, a requisition was made to the council by twenty proprietors, asking for the summoning of a special court of proprietors to consider the course taken by the council in declining to appoint the candidate recommended as best qualified. The council raised a technical legal difficulty about the requisition, referred it to the law officers of the Crown, refused, by the casting vote of the chair, to wait for their decision, and meanwhile made the appointment in question. They appointed to the chair Mr. J. Croon Robertson, a young man of promise, and an adherent of the ganglionic school of Prof. Bain, for whom it is said, he has acted in the capacity of sub-professor. The dispute has been of much injury to the college. Prof. DeMorgan, by far its ablest man, has resigned in consequence of the opposition to Mr. Martineau.—A Metropolitan College for Languages, has been started in London, with thirty-six eminent Professors.—The candidates for the lord-rectorship of Aberdeen University are Mr. Grote, historian, and Mr. Grant Duff. In point of scholarship and literary eminence, Mr. Grote is far superior to his rival, but his recent imperious leadership of the faction in University College against Mr. Martineau, will injure him with a university constituency. Local examinations, like those of American colleges, have been established at this University.—The supplementary charter of Queen's University, Belfast, granting to *alumni* of purely Roman Catholic colleges the right of obtaining degrees at the University, has been adopted by the University Senate by a majority of two.

FRANCE.—Notwithstanding the efforts of the government, educational matters are very backward. In one department one-third of the children receive no instruction whatever. In another, the school-houses and their furniture are grossly defective, and in many instances the approaches are

so bad that the buildings are inaccessible during a great part of the year. There are 19,423 male teachers with salaries less than \$140; and 2,120 with less than \$115 per year. Very few female teachers receive more than \$80. The proportion of the conscripts of 1865, unable to read, is nearly one-fourth. In this respect some departments show a better result than in former years, while others are much worse.—Within ten years the French have established in Cochin China two high schools, and sixty primary schools. The religious societies of France have also established several.

CHINA.—The *Museum*, (London, Eng.,) gives the following:—Notwithstanding the difficulty of reading and writing Chinese, in no country, perhaps, is primary instruction more extensively diffused than in China. Schools are found in the smallest hamlets, and working men of the humblest class voluntarily uniting to maintain the teacher. Accordingly, mechanics and peasants everywhere are able to carry on their own correspondence, to read hand-bills and government proclamations, and to make whatever jottings are necessary in the management of their own affairs. Government interference begins with the schools above the primary. Those who pass through the secondary course of instruction are admissible to minor employments; those whose ambition aims higher, must attend the University of Peking; and those who aspire to the highest posts of all, say to a censorship or viceroyalty, must crown their studies at the University of Mookden, in Mantchooria.

CURRENT PUBLICATIONS.

A SIMPLE, common-sense manual on school government—one giving a clear, concise statement of the objects to be accomplished by our schools; of the powers and duties of school officers in relation to the government of the school; of the qualifications, rights, duties and obligations of the teacher as the agent and representative of those officers; of the rights, duties and obligations of the pupils constituting the school and subject to the authority of its rightful guardians—would be a valuable addition to our school literature.

Mr. Jewell's book¹ fails to meet the present requirements of such a work. It is based on a false theory, is badly argued and worse written; and, considering the power of position to give an author influence, it would be a grievous wrong to permit it to go forth among our teachers, either as an authority on school government, or in the use of words and the construction of sentences, without an earnest protest.

There is so much in the book inviting criticism (we have marked more than eighty of its three hundred and eight pages) that we hardly know where to begin, or what to select, in order to bring our notice within the proper limits.

The book is written in a controversial spirit, and the author, after having

(¹) SCHOOL GOVERNMENT. By FREDERICK S. JEWELL, A.M. New York: A. S. Barnes & Co. \$1.50.

established, as he supposes, his own theory, remorselessly proceeds to demolish other theories which have no adherents and no defenders. He complains that school government receives little or no attention, and charges that this unfortunate condition is produced "by altogether ignoring moral culture." Neither the complaint nor the charge is supported by fact. The government of schools is carefully provided for by the laws of the State; and teachers, everywhere, make the management and government of their schools the subject of earnest study and discussion. In every school district in the State; in every teachers' association; at every teachers' Institute; in our academies and normal schools, (unless the one from which our author writes be an exception), the subject is canvassed continually: not theoretically, but in the light of experience. It is an insult to the teachers of the State, to say of school government, that "it needs no great sharpness of observation to reveal to any one disposed to know the truth, the fact that the lack of it can only be productive of serious evils, such as the failure of the pupils to make satisfactory progress, the destruction of the teacher's influence, and the prevalence of disorder and ill-feeling," and then charge that school government has been "neglected and left to its own chance of uncared-for growth and development." Nor is the other charge true, of "altogether ignoring moral culture," whether applied to public or to other schools.

Let the moral precepts and mottoes in our school rooms; the moral and religious instruction in all our school books, (except those on mathematics); the fact that our school law enjoins morality upon teachers, and, by fair implication, instruction in morality, answer the baseless charge. The worst thing allowed in our schools is dogmatism—a dog by which our author seems to have been severely bitten.

"To begin with, good government in the family is the exception and not the rule. Parents indulge their children at home, nay indirectly train them to utter lawlessness." A pretty sweeping charge; and really a flattering commendation of the book, to "parents" who are expected to use it, and an alarming truth for society, if it be a truth. But there is more than simple falsehood, there is positive, active mischief in such teaching. For, our author having settled it as a fact, that *ill government* of the family is responsible for a large share of the insubordination to *school government*, exhorts teachers to make such government "as nearly perfect as may be under the circumstances," and to use constant "effort to remove whatever in the accommodations, appliances, and organization of the school, or in the condition and operation of society, interferes with the attainment of that perfection." (The italics are ours.) Think of such teaching bearing its legitimate fruits, in raids, by our teachers, upon the family governments in their various neighborhoods! That we do not mis-interpret our author, is, we think, fully shown by the following:—"But it should be borne in mind, as has been already suggested, that all efforts in this direction should be comprehensive; they should not be confined to an internal manipulation of the government itself, but should also embrace a reformation of the outside influences which are so adverse." Bad family government is put down as one of these adverse outside influences; and this should be reformed; and this reformation should be embraced in the teacher's plan for governing the school. We repeat: there is positive, active, immeasurable mischief in such teaching.

"When the lawless will of the child is put under restraint..... he rebels and appeals to the parent. Other children and other parents are in danger. Their feeling is: Why stand we in jeopardy? Their sympathies aroused, and their fears excited, they make a common cause in the conflict. And now Gog and Magog all in commotion, what chance has the teacher or his government?"

Now all this is simply a picture of the imagination. It is possible, that a teacher exhibiting our author's pugnacity, and coupling it with ill temper, might meet with some difficulties in this direction. But the truth is, as the experience of teachers will attest, that not one child in ten rebels, or appeals, and of the few that do, not one in ten is sustained by the parent. In contrast with the bad family government and lawlessness of children here claimed, take a quotation from another page, written when our author's fit of mental dyspepsia was less severe. "Observe how when his disciples were contending for an idle supremacy, he adroitly 'took a child and set him by him,' and then, in the light of this objective lesson, proceeded to unfold to them, and to enforce upon them, the combined laws of personal humility, mutual condescension, and *child-like obedience*." It is generally taught, and believed, that in every age and clime, "poor human nature" has been substantially the same: but children, in the time of our Saviour, were either better than they now are, or they are not now so bad as the Reverend Professor would have us believe. Whoever goes into the school room believing in the utter depravity of children, will change his faith, or come out a "dead failure"—we mean, the utter depravity which our author teaches.

But again, we think he is in error as to the source of school government, and of the teacher's authority.

"This, however, reveals the fact, of which we have been in search, that school government has its origin in parental government; it is, in fact, a contingency and growth of parental government, and, as such, must, in many points of character, be determined by the stock from which it springs. School government, as thus determined, is the temporary and conditional transfer to the teacher, of all that part of the parent's authority which is dependent upon his exercise of the function of the domestic instructor, and which would be necessary to the successful education of the child in the home circle, according to the primitive idea."

It might be said with just as much truth of *all* government, as of *school* government, that it "is a contingency and growth of parental government." The facts are all against our author's theory. It may be "so much the worse for the facts," but there they stand. Now what are the facts in the case?

The public schools, academies, and colleges are established by the civil law. They are placed under trustees, and boards of education, and these officers are invested with their entire control. They are not only empowered to employ the teachers, but to determine the government and discipline, what studies shall be pursued, and even what books shall be used in the schools under their care. They hire the teacher and clothe him with authority; and he may not fail to carry out the government which they prescribe without, in law, violating his contract.

The teacher is the agent of the *trustees*, not of the parents; he gets his *authority* from the trustees, not from the parents; for the manner in

which he executes his trust, he is *amenable* to the trustees, not to the parents—and all this through the *civil government*, and not through family government. We cannot see, in the light of these facts, how school government is derived from family government, nor how the parent transfers his authority to the teacher. But, says our author, this is not “according to the primitive idea,”—the government of the child is the natural right of the parent. We are not living in a primitive state—not under nature, but under grace. Christian civilization everywhere, in all departments, interferes with the “primitive” natural rights of the parent, and seizes and wields whatever power is necessary for the public good. And no one who takes pains to learn the facts, will charge society with injustice. But the law does not interfere with the right of the parent to educate his child in the family circle, if he choose so to do. But if he would educate him in a public school, then his authority, either delegated or otherwise, so far as the school is to be affected, ends with that act.

How shall the house stand if the foundations be not secure? It seems to us that the author's theory has no basis in the facts and circumstances by which he is surrounded. We think too that he is wrong in pressing the idea that the teacher must govern. The teacher should, of course, see to it that everything is conducted with order and propriety, but “that government is best which governs least,” and secures its ends by securing *self-government*. We must pass by a great deal that is objectionable, and briefly notice one or two things which seem to us especially objectionable.

On the subject of punishment, our author says: “Once well considered and rightly begun, it must go through to the bitter end.” With this we make no issue. “All the proper preliminary steps having been taken, the wise and just penalty must be inflicted, *and until the desired submission is secured.*” This is simply devilish. Such a spirit would whip a child to death to make it say the Lord's Prayer. Let the “just penalty” be determined upon and inflicted, but no more; let no such “doctrine of devils” urge you further.

Again: “With regard to publicity, the general law can only be—as is the offence, so must be the correction. . . . Hence, generally, there must be no discipline in secret for offences committed upon the house-top.” That is, add to the boy's natural stubbornness, all his self-respect, his regard for the opinion of others, his pride in showing his fellows that he is firm and can endure, and then break down the whole—“go through to the bitter end: and until the desired submission is secured.” We say to teachers, candidly, this is dangerous doctrine, which you will follow at your peril.

In treating of the errors which teachers may have discovered in their management of the school, and of the correction of such errors, our author says: “Not every error needs correction. Some may not have been observed by the pupils, and others may be altogether of minor importance.” But he tells them, that when fairly confronted with these errors, and pressed for correction, they should come out like men, and (not correct them, but) show a *willingness* to correct them. “What is wanted in the teacher as governor is not the correction of every noticeable fault, but the evincing of complete power and willingness to correct them, when, in his higher judgment, that is truly demanded by the general welfare. Evince this power and willingness, and the uncorrected errors will not only not

materially impair his authority or influence, but they will not unfrequently, by their very incorrection, suggest to the pupil the possibility of higher capacity and superior reasons, unknown to himself, but determining the teacher's course." There is impudence and assurance for you! Persist in errors which even your pupils see, under the foolish assumption that they will attribute it to your "higher capacity" and superior wisdom! There is no hypocrisy in that! We have space only for a few of the scores of examples in the book, touching the character of the work as a literary production. In fact, its literary faults, many and grievous as they are, sink almost into insignificance, when compared with the false principles taught: yet we must, with briefest comments, advert to a few.

This uncalled for slur at worthy men, who made the world their debtors,—"The old and somewhat nebulous luminaries, Murray and Morse, Pike and Daboll, descending through a right parabolic curve,"—is, to say the least, sadly out of taste.

As to the construction of sentences, we think it would puzzle our author "to parse," though he may be able to "diagram" the following:—"Thus, suppose that the child, committing some act in known violation of parental law, to be caught and chastised by a passer by; or a public offender to be seized and subjected to summary retribution by the private citizen, and in neither case would the act be held to be as legitimate, or the infliction be counted as punishment." The words "that," in the first clause, and "and," in the last, muddle the grammar of the sentence. Nor was the noun "punishment," a proper word to use after the disjunctive "or," preceded by the adjective "legitimate."

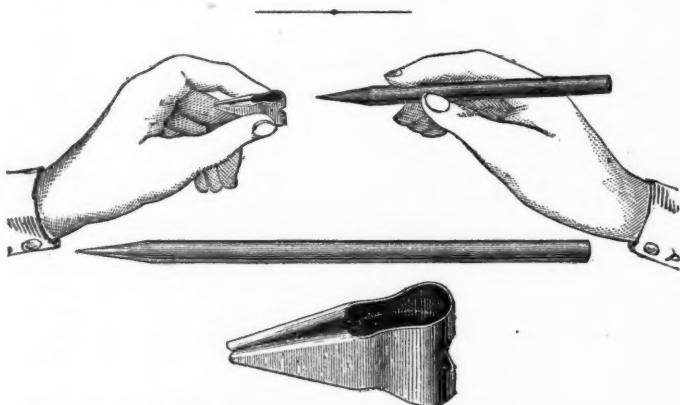
The following sentence, as in fact do many others, needs an interpreter: we confess our utter inability to understand it:—"In this direction may be seen, at a glance, the stupidity of those who either possess or affect a conviction of the superiority in the woman as teacher, of the more masculine traits of strength, courage, and so-called energy." We neither know "the woman" he means, nor what he means.

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PROF. PERKINS' "Manual of Elementary Analysis,"² is based upon Fresenius' valuable work. Its principal merit, and at the same time its chief defect are in its brevity. To avoid bulk, the author has omitted many important reactions, such as bichlorid of platinum with potash, hydrofluosilicic acid with tartaric acid, sulpho-cyanid of potassium with iron, cyanid of potassium with nickel and cobalt, and others equally essential. Several

(2) AN ELEMENTARY MANUAL OF QUALITATIVE CHEMICAL ANALYSIS. By MAURICE PERKINS, Prof. of Anal. Chem. in Union College. N. Y.: John Wiley & Son. 12mo.

reactions are imperfectly given, so that if the statement be followed, satisfactory results can be obtained only in strong solutions. The methods proposed by Prof. Perkins for the separation of metals of the same group are generally more expeditious than those in other books. His separation of the sixth group, gold, antimony, tin, and arsenic, is a great improvement upon Fresenius' process, which is exceedingly complex, and gives very uncertain results at the hands of novices. His mode of separating the alkaline earths is decidedly inferior to Bowman's, and is more tedious and less positive than that of Fresenius. This manual contains numerous little hints of value, derived from the author's observation, and will be of use to such classes as can spend but a short time at analysis. It is fully entitled to be called the Analyst's Primer, being much smaller than Mr. Galloway's "First Step."



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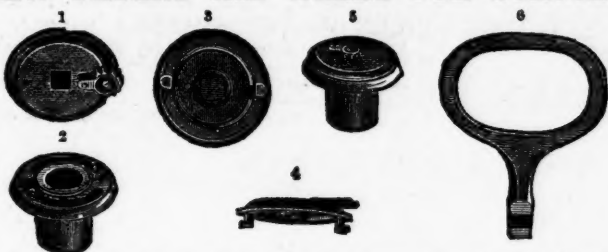


Fig. 1 represents top view of cover; 2, top view of well without cover; 3, bottom of cover; 4, edge of cover; 5, well complete; 6, key to cover. The Ink Well (3) is inserted into desk through hole bored for the purpose, so that the flange rests on surface of desk, and is secured in place by screws in countersunk holes. Flange of well has on its outer edge a lip, which alone rests on desk, leaving space within below interior part of flange. This space allows room in which pins projecting downward from lower side of cover may freely move. Pins have heads (as seen in 4), and are first inserted through apertures large enough to admit them freely in flange of well (as in 2). From these apertures extend, concentrically in opposite directions, curved slots, just wide enough to allow necks of pins to pass freely. Lower edges of these slots have slight inclination downward from apertures, so that as cover is turned the heads of pins become wedged against inclined surfaces, and draw cover closely upon well, on which it fits tightly. Cover is fastened by key (Fig. 6).

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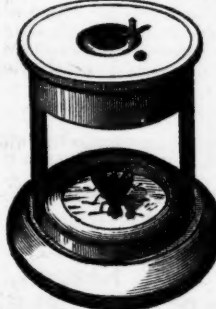
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